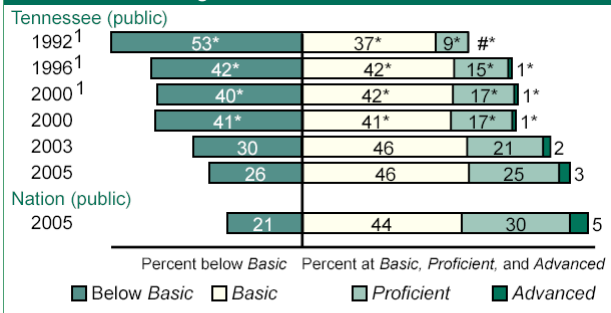
The Nation's Report Card
State **Mathematics 2005**
Tennessee
Grade 4
Public Schools
Snapshot Report
NCES 2006-454TN4

The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

Overall Mathematics Results for Tennessee

- In 2005, the average scale score for fourth-grade students in Tennessee was 232. This was higher[1] than their average score in 2003 (228), and was higher than their average score in 1992 (211).
- Tennessee's average score (232) in 2005 was lower than that of the Nation's public schools (237).
- Of the 52 states and other jurisdictions[2] that participated in the 2005 fourth-grade assessment, students' average scale scores in Tennessee were higher than those in 4 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 36 jurisdictions.
- The percentage of students in Tennessee who performed at or above the NAEP *Proficient* level was 28 percent in 2005. This percentage was not significantly different from that in 2003 (24 percent), and was greater than that in 1992 (10 percent).
- The percentage of students in Tennessee who performed at or above the NAEP *Basic* level was 74 percent in 2005. This percentage was not significantly different from that in 2003 (70 percent), and was greater than that in 1992 (47 percent).

Student Percentage at NAEP Achievement Levels



[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics achievement levels correspond to the following scale points: Below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; *Advanced*, 282 or above.

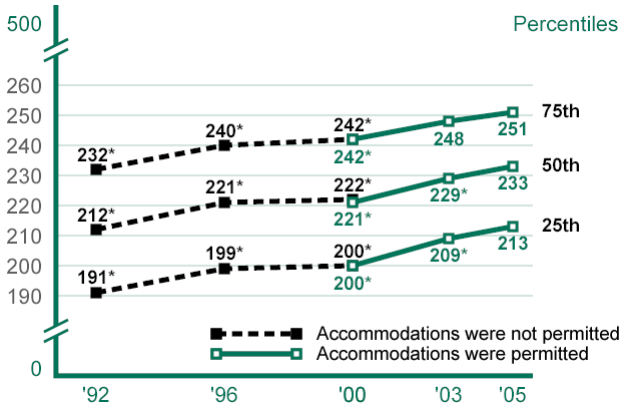
Performance of NAEP Reporting Groups in Tennessee

Reporting groups	Percent of students	Average score	Percent below *Basic*	Percent of students at or above *Basic*	Percent of students at or above *Proficient*	Percent *Advanced*
Male	50	233↑	26	74	30	4
Female	50	231	26	74	25	2
White	69	238↑	17	83	35	4
Black	26	214↑	50	50	9	#
Hispanic	3	229	31	69	26	2
Asian/Pacific Islander	1	‡	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	46	220↑	40	60	14	1
Not eligible for free/reduced-price school lunch	53	242↑	14↓	86↑	40↑	5

Average Score Gaps Between Selected Groups

- In 2005, male students in Tennessee had an average score that was not found to be significantly different from that of female students. In 1992, there was no significant difference between the average score of male and female students.
- In 2005, Black students had an average score that was lower than that of White students by 25 points. In 1992, the average score for Black students was lower than that of White students by 26 points.
- In 2005, Hispanic students had an average score that was lower than that of White students by 9 points. Data are not reported for Hispanic students in 1992, because reporting standards were not met. Therefore, the performance gap data are not reported.
- In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 22 points. In 1996, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 25 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 38 points. In 1992, the score gap between students at the 75th percentile and students at the 25th percentile was 41 points.

Mathematics Scale Scores at Selected Percentiles



Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
‡ Reporting standards not met.
* Significantly different from 2005.
↑ Significantly higher than 2003. ↓ Significantly lower than 2003.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates across years for students with disabilities (2% nationally in 2005) and English language learners (1% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
[2] "Other Jurisdictions" refers to the District of Columbia and the Department of Defense Education Activity schools.
NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price lunch and the "Unclassifed" category for race/ethnicity are not displayed. Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992–2005 Mathematics Assessments.